DOCUMENT RESUME

ED 411 966 PS 025 804

AUTHOR	Smith, Celia; Pugh, Gillian
TITLE	Learning To Be a Parent: A Survey of Group-Based Parenting Programmes. Family and Parenthood: Policy and Practice.
INSTITUTION	Family Policy Studies Centre, London (England).
SPONS AGENCY	Joseph Rowntree Foundation, York (England).
ISBN	ISBN-0-907051-90-1
PUB DATE	1996-02-00
NOTE	55p.
AVAILABLE FROM	Family Policy Studies Centre, 231 Baker Street, London, NW1 6XE, England, United Kingdom (9.50 British pounds, plus postage and packing).
PUB TYPE	Reports - Research (143)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	*Child Rearing; Foreign Countries; Interviews; National Surveys; Parent Background; *Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS	*Program Characteristics; Program Monitoring; Program Objectives; Program Techniques

ABSTRACT

Recognizing increasing difficulties faced by parents in the 1990s, this study surveyed group-based parenting programs in Great Britain in 1994-95. Findings indicate considerable diversity in program theory, objectives, content, and methods, with most programs based on social learning and behavioral principles. The main focus of programs is behavioral- or relationship-oriented. Program content typically consists of: (1) guidance on behavior management, communication, relationships, problem-solving, and handling stress; (2) child development information; and (3) parenting and parents' needs. The most common methods are group discussion, information-giving, audio or videotape, and role playing. Programs vary in availability and access, with the most widespread programs more available to middle class parents. Most heavily involved in program facilitation are psychologists and health visitors, social workers and teachers. Most programs are attended by white, middle-class women, with limited success in attracting a wider cross-section of parents. The majority of the programs have monitoring systems in place. Three main groups of parents are involved in group parenting programs: (1) parents who want to do a "good enough" job of parenting; (2) parents whose children have behavior problems; and (3) parents with multiple problems and very low self-esteem. The majority of parents perceive positive outcomes from these programs, including increased self-confidence and self-esteem, improved understanding of their behavior and their child's behavior, improved relationships and communication, reduced stress and tension, and less problematic child behavior. (Two appendices list parenting programs included in the study and describe theoretical frameworks for parent education. Contains 84 references.) (Author/KB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *